



**BOARD OF TRUSTEES
MEETING**

May 28, 2009

7:00 p.m.

Monroe County Senior Center

**Belmont Technical College
District Board of Trustees Meeting**

May 28, 2009

7:00 p.m.

AGENDA

CALL TO ORDER	Ms. Elizabeth Gates, Chair	
ROLL CALL		
PLEDGE OF ALLEGIANCE		
INTRODUCTION OF VISITORS	Ms. Elizabeth Gates, Chair	
APPROVAL OF AGENDA	Ms. Elizabeth Gates, Chair	
APPROVAL OF MINUTES		A
APPROVAL OF APRIL MINUTES	Ms. Elizabeth Gates, Chair	A1
CORRECTION TO MARCH MINUTES	Ms. Elizabeth Gates, Chair	A2

CONSENT AGENDA

Human Resource Items **B1**

- 1 Authorization to Hire
Dean of Student Services
- 2 Authorization to Hire
Full-Time Faculty – English
- 3 Ratification of Employment
Public Relations Coordinator
- 4 Ratification of Employment
Full-time Faculty-Mathematics
- 5 Ratification of Employment
Full-time Faculty-Nursing

Marge A. Hawthorne, Director of Human Resources

Board Items **B2**

- 1 Resolution to Approve the
2009-2014 Strategic Plan
- 2 Resolution Supporting the
Monroe County Higher Education Plan

Dr. Joseph E. Bukowski, President

PRESIDENT'S REPORT

Dr. Joseph E. Bukowski, President

MONITORING ACTIVITIES		C
Financial Report	April 2009 Financial Report	C1
	John S. Koucoumaris, Vice President of Administrative Affairs	
	Senate Bill 6 Ratios	C2
	John S. Koucoumaris, Vice President of Administrative Affairs	
SECTION IV: ENDS POLICIES		
Board Rule 400.0000.00	Access to Higher Education	C3
	<i>Quarterly Enrollment Statistics</i>	
Board Rule 400.0300.00	Articulation and Transfer	
	<i>Transfer Amounts & Rates</i>	
	<i>Transfer Rate Compared with Comparable Institutions</i>	
	<i>Performance After Transfer to Upper Division</i>	
	<i>Baccalaureate Programs</i>	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	
REPORTS AND PRESENTATIONS		
	Strategic Plan 2009-2014	
	Dr. Joseph E. Bukowski, President	
	Monroe County Higher Education Plan	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	
	AQIP: Quality Check-Up Report	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	
	OACC Spring Meeting	
	Dr. Joseph E. Bukowski, President	
UPCOMING EVENTS/MEETINGS	Quarterly Trustees' Video Conference, June 3rd	
	Nursing Graduation, June 11th	
	Graduation, June 12th	
COMMENTS FROM THE CHAIR	Ms. Elizabeth Gates, Chair	
COMMENTS FROM COLLEGE COMMUNITY		
NEXT REGULAR MEETING	Next Meeting June 25, 2009	
	Belmont Technical College Board Room	
	* Workshop 5:00 p.m.	
	* Meeting 7:00 p.m.	
ADJOURNMENT		

TAB A

Minutes

TAB A1

Approval of

April

Minutes

BELMONT TECHNICAL COLLEGE
BOARD OF TRUSTEES MEETING

Minutes of April 23, 2009

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on April 23, 2009 at the North Center-Cadiz, Ohio.

Call to Order Elizabeth Gates, Chair, called the meeting to order at 7:11 p.m.

Roll Call

Marcia Bedway-----	Present
Terry Carson-----	Absent
Lorrinda Saxby-----	Present
Elizabeth Gates-----	Present
William Hunkler-----	Present
Charles Jobe-----	Absent
Marshall Piccin-----	Present
Suzanne Pollock-----	Present
Pandora Neuhart-----	Present

There being a quorum, the meeting proceeded.

Attendance John Koucoumaris, Becki Kurtz, Marge Hawthorne, Tim Houston, Holly Bennett, Cathy Bennett, Jane Black, Jane Evans, Amy Leoni, Karen Taylor, Brenda Lohri-Posey, Jody Peeler, Judy Sandstead, Laura Doty and President Joseph Bukowski.

Introduction of Visitors Barbara Pincola- Harrison County Commissioner

Approval Of the Agenda Ms. Gates asked that there be a motion to approve the agenda
Mr. Piccin motioned, seconded by Ms. Bedway, to accept the agenda.

All ayes; motion carried.

Approval of Minutes Ms. Gates asked for a motion to approve the minutes of the March 28, 2009 Board of Trustees meeting.

Mr. Hunkler motioned, seconded by Ms. Neuhart to accept the minutes.

All ayes; motion carried.

Approval of Consent Agenda

Human Resource Items

Resignation

Vicki Burton, Associate Professor, Building Preservation and Restoration, has submitted her resignation effective at the end of Spring Quarter 2009. It was recommended that the Board accept Ms. Burton's resignation.

Authorization to Hire

It was requested that the Board authorize the President to make the hiring decision for the position of Full-Time Faculty for Building Preservation and Restoration, with the Board ratifying the decision at a subsequent Board meeting.

Dr. Saxby motioned, seconded by Mr. Hunkler to approve the Consent Agenda.

All ayes; motion carried.

**President's
Report**

- **Memorandum of Understanding**
A Memorandum of Understanding was signed between Zane State, Washington State and Belmont Technical College. The memorandum will allow students to access programs offered between the three colleges. This collaboration is in line with the new USO shared programs metrics which will help to create a center of excellence.
- **Enrollment**
Spring enrollment is up 13%. Dr. Kurtz has formed a task force which will look at all variables for next fall to accommodate the expected surge in enrollment.
- **Strategic Plan**
We are at a critical stage with the new strategic plan. The plan was posted internally for the college community to review. There is a survey that employees may complete to give feedback which the strategic planning council will use to make any necessary changes. The strategic plan will be presented at the May board meeting.
- **Next Board of Trustees**
The next board meeting will be held in Monroe County at the Senior Center. The Monroe County Higher Education Plan will be presented to the board and the Monroe County Commissioners.
- **State Budget Situation**
The House has put through a sub bill but there are still a few 2-year college issues that have not been resolved.
 1. *OCOG*-The governor wants to make changes to the way OCOG is applied. This will take all OCOG money away from community colleges and give it to universities.
 2. *SSI*- OACC has decided to fight for this issue before OCOG (OCOG can be worked on in the Senate) OACC has requested that \$5 million be added in the 1st biennium and \$15 million be added in the 2nd biennium. This additional money would equalize the community colleges' share to that of the universities. It was proposed that the 2-year institutions would only get a 4.7% increase while the universities would get a 6% increase. OACC needs to get the chancellor's consent not to oppose the \$20 million increase.
 3. *Tuition*- There is still a debate on whether or not the chancellor should have control on setting tuition for the 2-year sector.

Monitoring
 Activities

March 2009 Financial Report

Financial
 Report

The cash position of the College as of March 31, 2009 is as follows:

Checking Account	\$ 218,584.34
Certificates of Deposit	\$ 10,783,507.96
Savings	\$ 425,370.77
Total Temporary Investments	\$ 11,208,878.73
Total Cash and Temporary Investments	\$ 11,427,463.07

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	77.3%	75.0%
Budgeted Expenditures	68.5%	75.0%

-
1. The Unexpended Plant Fund Report is in the amount of \$ 2,062,453.95.
 2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 61,953.43.
 3. The Board Appropriated Fund Report is in the amount of \$ 1,820,436.32.
 4. The Start up Fund is in the amount of \$ 276,324.74.

Mr. Piccin motioned, seconded by Dr. Saxby to accept the Financial Reports for March 2009.

All ayes; motion carried

Section IV:
 Ends
 Policies

Board Rule: 400.0100.00- Student Development

Assessment of Student Core Learning Outcomes

Board
 Rule: 400.0100
 Student
 Development

Belmont Technical College has identified four Core Learning Outcomes (CLOs) that are cultivated in all students seeking certificates and degrees. When appropriate and applicable to the course content, faculty members are integrating outcome competencies and goals in course activities and assignments. CLOs are being assessed across programs in order to evaluate students' improvement as they progress through their programs of study and to document students' attainment of educational goals. Upon graduation, all students are expected to demonstrate proficiency in communicating effectively, thinking critically and creatively, learning actively, and accepting accountability.

Assessment of *Communicates Effectively* was the first of the four CLOs to be implemented in courses. The measurement of this outcome is achieved by use of a grading rubric which provides a direct measure of student learning and helps to distinguish for faculty and students the areas of strength and weakness in students' mastery of this important core learning outcome. Communicating effectively is a skill that many employers seek in their employees and assists in the personal and professional growth of students.

A Core Learning Outcomes web site was developed by the computer department to assist faculty in recording the results of their assessments of this measure in the selected courses. After the data is entered it is being downloaded to an Excel spread sheet by the Director of Educational Services for manipulation. Currently the CLO team is determining the best method for extracting the Excel data and presenting the data in graphical format for faculty members to analyze. This analysis will cover a two-year cycle of assessment of *Communicates Effectively* to determine patterns in the assessment measures over time.

Presentations at fall and winter forums have provided information to faculty members about ways to assess CLOs in their classrooms. Faculty members who have begun the assessment process in their classes have shared their assessment data and analyses with others. This has helped faculty to understand how to develop assignments and use the rubric properly. Faculty are also sharing the rubric with their students so they are aware of the expectations for assessment of effective communication. Posters addressing CLOs have been placed in every classroom and CLO bookmarks are distributed by the bookstore. During spring 2008, the first Celebration of Learning was held using themes derived from the CLOs. Approximately 200 students and eight faculty and staff members participated in the contest for the best projects focused on the CLOs. The same themes will be used during the second Celebration of Learning which is scheduled for May 20 and 21, 2009.

Assessment of the *Critical Thinking* CLO was initiated in fall 2008. Faculty members have identified two points of measurement for this outcome in each program, and measurement of this outcome also will be carried out over a two-year period in each of the programs. Assignments for measuring critical thinking are being developed by faculty, and data will be entered into the CLO website as it is completed.

Data

Data for this report are taken from four programs. Students who entered programs to obtain degrees or certificates in Associate Degree Nursing, Child Development, Mental Health and Practical Nursing in fall 2006 have completed assessments of the CLO, *Communicates Effectively*. (The rubric for this CLO is attached to this report.) The four programs serve as examples of how assessment scores are documented with mean scores and average expected scores for cohorts of students within courses and programs.

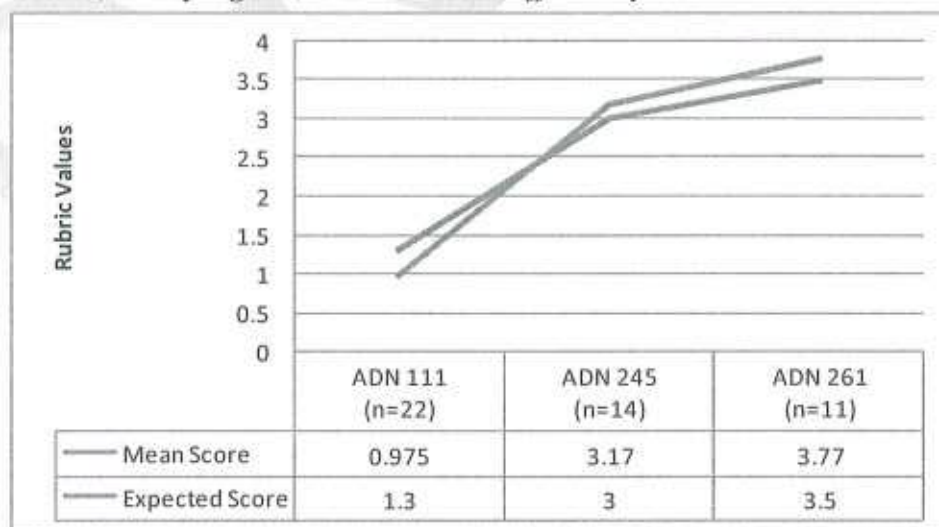
The table below provides data collected from fall 2006 to spring 2008 in eleven courses. Data in the table are organized by programs. For two-year degree programs shown in Table 1, results from three assessments are displayed. For the less than two-year certificate program in Practical Nursing, two measures are recorded. Data for the Associate Degree Nursing program are extracted and shown in Chart 1, *ADN program, Communicates Effectively*. These data are analyzed in this report and serve as an example of how data from

CLO measurements are being used to improve the quality of teaching and learning in academic programs.

Table 1, *Communicates Effectively, Fall 2006 to Spring 2008*

Program	Course	Assignment	Number of Students	Mean Score	Average Expected Score
Associate Degree Nursing	ADN111	Cultural Diversity in Clinical Conference	22	0.975	1.3
	ADN245	Smoking Effects	14	3.17	3.0
	ADN261	Medical-Surgical Topic	11	3.77	3.5
Child Development	CDT111	Developmental Assessment	15	2.58	3.0
	CDT225	Child Observation	14	2.81	3.0
	CDT285	Final Philosophy Paper	10	3.39	3.0
Mental Health Program	MHT111	Mental Health Project	25	3.14	3.0
	MHT131	Mental Health Project	20	3.76	3.0
	MHT285	Final Family Clinical Assignment	11	3.95	3.0
Practical Nursing	PNP110	Medical Diagnosis Paper	39	2.47	1.9
	PNP230	Ethical Issue	34	1.82	3.0

Chart 1, *ADN program, Communicates Effectively*



The data in this graph track average scores for ADN students who began their program in September 2006 and persisted through spring 2008. The composite scores for ADN courses

represent average scores for students who completed a CLO assignment in each of three courses. ADN 111 students completed the Cultural Diversity in Clinical Conference assignment; ADN 245 students completed an assignment titled, Smoking Effects; and ADN 261 students completed an assignment on a Medical-Surgical topic of their choice.

The *Cultural Diversity* assignment includes research of a selected culture including customs and practices and the impact on healthcare. The assignment requires research, a written report, and an oral presentation. The ADN 245 project, *Smoking Effects*, involves research into the effects of smoking across the lifespan and also requires a written report, oral presentation and a visual presentation such as a poster. This assignment is graded by both adjunct and full-time faculty. In ADN 261, the students present a case study of a clinical patient. This project requires research of the patient's medical or surgical condition, development of a detailed nursing care plan, an oral presentation and a question/answer session following the presentation. This assignment is graded by adjunct and full-time faculty.

Analysis

Associate Degree Nursing (ADN)

After grading the first CLO assignment for ADN 111 in fall 2006, the faculty realized the students needed additional guidance for completing this project. The mean score for the cohort of students, 0.97, did not meet the expected score of 1.3. This was the faculty's first year for implementing the CLO project. The following year, students in the next cohort were given a more detailed guideline along with the grading rubric for the *Cultural Diversity in Clinical Conference* assignment. That year, fall 2007, the mean scores were higher (1.75) than the average had been for the first cohort. The benchmark or average expected score for the first level assignment has remained lower than the level for the second and third assignments since the first assignment occurs during the 3rd week of the students' first quarter of nursing. The first level CLO assignments are graded by two full-time faculty members. Feedback and critiques of submitted work are provided to the students. Instructors have observed that three things have contributed to students' ability to achieve higher scores on subsequent CLO assignments: (1) more guidance in how to complete the assignments; (2) more information about expectations for performance; and (3) more experience in grading CLOs on the part of instructors.

Recommendations/Conclusions

Program chairs and instructors review data gathered on CLOs to revise teaching methods, as in the case of the ADN program, and to strengthen the curriculum for students. Data presented in this report have been reviewed by faculty members and administrators in the Child Development, Mental Health, and Practical Nursing programs. Conclusions about the data and recommendations for improvements to teaching and learning are reported by programs in this section.

Associate Degree Nursing

Instructors will continue to integrate *Communicates Effectively* and other CLO assignments across the ADN program courses while providing the students with assignment guidelines and feedback to improve their performance.

Child Development

Across three levels of Child Development (CDT) courses, the *Communicates Effectively* CLO has been implemented and assessed for students. Average scores for the classes of

students have increased as students have progressed in the program, and by the final assignment, a philosophy paper, the average score for the student cohort has met the 3.0 benchmark. Faculty members believe that the reason for the progressive increase over three measures for CDT students is the continued emphasis on applying child development theorists. Students' observation skills are tied to child development theory with emphasis on practical application and written communication. This is stressed and applied in every professional CDT course. Consistency in faculty and the way faculty members work together for the benefit of students assists students in their increasing skills over the two years of the program.

Mental Health

The Mental Health evening Seminar includes the Final Comprehensive Family Assessment as an integration of all the students' Professional course work. Students take great pride in the finished product as MHT is harder to quantify than CDT, so they really see all their theory come together. Data for the cohort of students in MHT shows a steady increase from the first assignment to the last. One explanation for the progressive increase over three measures for MHT students for *Communicate Effectively* is the continuing emphasis on application of theory over the three measures. The second major project in MHT 131 is designed to build on the first project which was conducted in MHT111. Finally in MHT285, students complete either the Comprehensive Family Assessment, or a Final Philosophy Paper. Both of these assignments build on the first two projects. There is a consistent theoretical theme running through all of the assignments, so that Project 2 builds on the first, and Project 3 builds further on assignments 1 and 2.

Practical Nursing

Data for the first cohort of practical nursing students who were assessed on their *communicates effectively* skills reveals a decline in the cohort average scores. The first assignment, a medical diagnosis paper was made in PNP 110, and for this assignment, the average score was 2.47. The benchmark (i.e. the expected score) for that measurement had been set at 1.9. For the second assignment discussing an ethical issue, the average score for the cohort enrolled in PNP 230 was 1.82 – which was below the 3.0 benchmark. The Medical Diagnosis Paper requires students to research an assigned patient's medical condition and document the research in a written report. Students in PNP 110 are divided into four clinical groups and the reports are graded by four clinical faculty members. (Of these four faculty members, three are part-time and one is a full time instructor.) In PNP 230 the students are required to research an ethical issue in nursing practice and describe their research in both a written report and oral presentation. The mean score of 1.82 is lower than the expected score of 3.0. This assignment is graded by a veteran full-time faculty member. Following analysis of these data, a recommendation was made to “mentor adjunct faculty in grading the PNP 110 assignment to ensure consistency in grading among the four instructors.” In addition, students will be given more detailed guidelines and grading rubrics for future CLO assignments.

Conclusions/Recommendations for Core Learning Outcomes Assessment Process

Following the AQIP Quality Check-Up visit in March 2009, it was determined that the cycle of assessment for the Core Learning Outcomes needed to be revised. The visitors recommended that each Core Learning Outcome cycle be completed before beginning the measurement of another Core Learning Outcome. With this recommendation in mind,

outcome assessment for *Communicates Effectively* will be complete this year and will not be measured again for several years. *Critical Thinking* measures will be collected throughout the fall 2008 - 2010 academic years.

The Core Learning Outcomes Team will develop a schedule for assessment of each Core Learning Outcome using a two year cycle for summative and formative assessment. A workshop will be held in fall quarter to educate faculty about the process of submitting data to the CLO website from their desktop computers. This will ease the workload for faculty. The website will be connected to the Jenzabar faculty portal to provide easier access. The Quality Check-Up visitors suggested that the Celebration of Learning could provide another measure of achievement for students. Analysis of the outcomes of the Celebration of Learning for Spring quarter 2008 and 2009 will be added to the data for analysis. The refined CLO process will be incorporated into the AQIP Systems Portfolio.

COMMUNICATE EFFECTIVELY

Course Number _____ Course Name _____

Instructor _____ Date _____

Student Name _____ ID # _____

Levels of Competency

Developing (active learning)	1 = Beginning	2 = Emerging
Established (meeting or exceeding expectations)	3 = Performing	4 = Proficient
	5 = Exemplary	NA = Not applicable

Descriptors for each evaluation level are as follows:

Level	Descriptor
5 – Exemplary	Demonstrates expertise of the skill.
4 – Proficient	Demonstrates mastery of the skill.
3 – Performing	Demonstrates the skill satisfactorily.
2 – Emerging	Knows and comprehends the skill but demonstrates it inconsistently.
1 – Beginning	Demonstrates an introductory knowledge of the skill.
NA – Not Applicable	Student's skill was not assessed.

<u>Indicators</u>	<u>Developing</u> (1 – 2)	<u>Established</u> (3 – 5)
A-1 Reads, comprehends, analyzes, and evaluates various types of writing. 1. Understands main idea. 2. Understands author's intent. 3. Analyzes logical development of topic and/or argument.		
A-2 Uses prewriting, drafting, revising and editing techniques. 1. Plans before writing by brainstorming, freewriting, mapping, listing, and/or outlining. 2. Prepares a preliminary draft. 3. Revises draft for organization as noted in A-2. 4. Revises draft for completeness of development as noted in A-2. 5. Edits draft for language use as noted in A-4.		
A-3 Logically organizes, develops, and communicates an idea or position. In any formal communication, spoken or written, the student will include: 1. An introduction. 2. A statement of the main idea (thesis). 3. A logical arrangement of subtopics 4. Appropriate detail sufficient to fully develop each point. 5. A conclusion.		

A-4	Uses appropriate vocabulary, grammar, punctuation, spelling and syntax.		
	<ol style="list-style-type: none"> 1. Uses appropriate vocabulary. 2. Uses appropriate grammar. 3. Uses appropriate punctuation. 4. Uses appropriate spelling. 5. Uses appropriate syntax. 		
A-5	Presents sufficient research to support the topic, including:		
	<ol style="list-style-type: none"> 1. Sufficient number, range, and quality of sources. 2. Correct use of quotations, paraphrases, and summaries. 3. Consistently adequate introductions to source material. 4. Exact parenthetical references. 5. Complete documentation on Works Cited page. 		

COMMUNICATE EFFECTIVELY - page 2

Course Number _____ Course Name _____

Instructor _____ Date _____

Student Name _____ ID # _____

Levels of Competency

Developing (active learning)
 Established (meeting or exceeding expectations)

1 = Beginning
3 = Performing
5 = Exemplary

2 = Emerging
4 = Proficient
NA = Not applicable

Indicators	Developing (1 – 2)	Established (3 – 5)
A-6		
Demonstrates public speaking skills.		
<ol style="list-style-type: none"> 1. Adapts message to audience. 2. Organizes and develops message as noted in A-3. 3. Effectively uses appropriate visual aids to enhance the presentation. 4. Speaks in fluid, confident manner. 5. Uses appropriate vocabulary, grammar and syntax. 6. Maintains eye contact with audience throughout the presentation. 		
A-7		
Uses and perceives non-verbal cues.		
<ol style="list-style-type: none"> 1. Establishes and maintains eye contact. 2. Observes and interprets body position and movements of others. 3. Respects appropriate boundaries of personal space. 4. Aware of and controls own non-verbals to create a positive, confident impression in workplace. 		

Assessment Measure:

The overall performance score as well as the aggregate score for each skill evaluated in Communicate Effectively in written and oral presentations for the _____ (course number) students on the _____ assignment will be _____ or higher.

Board
Rule: 400.0200
Degree
Completion

Board Rule: 400.0200.00- Degree Completion

Student Success Plan

Belmont Technical College adopted a system of Case Management Advising which was developed by Sinclair Community College through funding from a U.S. Department of Education Title III Strengthening Institutions grant and the Sinclair Community College Foundation. The design of Case Management Advising incorporates the use of software to develop a Student Success Plan for each at-risk student and to systematically monitor academic progress and document intervention strategies. These advising strategies are aimed at promoting student success and encouraging degree completion. Reports which can be generated through the software will provide opportunities for analysis of the value of Case Management Advising (CMA) when comparing students participating in the program with at-risk students who choose not to participate. While a number of challenges to full implementation of CMA are still being addressed to reach the full potential of the process, implementation has begun.

Data

As a first step in implementation of development of Student Success Plans using Case Management Software, the office of Institutional Research provided a list of students who met both of the pre-determined criteria for being *at-risk*. Criteria One: Students were identified as being First-time, Full-time, degree seeking students. Criteria Two: Students tested into two or more developmental courses.

For 2009 Winter Quarter, thirty-three students were identified as meeting the criteria for being at-risk. Attempts were made to contact the at-risk cohort and invite them to participate in developing a Student Success Plan. Contact was made with twenty-three of the thirty-three students, and six-teen were willing to schedule an initial visit with the intake counselor; five students declined, and two provided new information which indicated that they did not meet the at-risk criteria.

Of the six-teen who were willing to participate, seven did not come to their appointments (three of these students have rescheduled. Four students decided not to participate, and five signed a Consent Agreement and were assigned an Academic Advisor for the next step in developing a Student Success Plan. For the five participating students, records indicate that all are registered for spring quarter classes, three are pursuing the RN program and have a GPA of 3.9, one student is pursuing a degree in Industrial Electronics and has a GPA of 3.85, and another is pursuing Tooling and Machining and has a GPA of 2.35.

Analysis

The number of students choosing to participate in the development of a Student Success Plan is less than what was hoped for; however participation is voluntary and efforts have been made to strike a balance between helping students and respecting their wishes not to participate. It is encouraging to see that the five students who signed a Consent Agreement and have been assigned an advisor are doing well. It is too early to assign credit for students' successes to their participation in the Case Management Process. The initial success of participating students may be the result of internal determination to succeed. Anecdotal comments from some students suggest that they view the program as a supportive measure

which is helpful to new students rather than as a program to help those who are doing poorly. Participation in the program may increase as more students become aware of CMA and identify the program as advising support that can foster student success.

Conclusions/Recommendations

After assigning the five participating students to their Academic Advisors it became evident that advisors need more training on the use of the software in order to have more consistency and clarity for the process of developing Student Success Plans. Negotiations are currently underway to provide advisors with additional training by an individual who oversaw the process at Sinclair Community College.

Following identification of the initial cohort of at-risk students, questions have been added to the BTC application. The added questions will help identify additional criteria which may be contributing to student's success or lack thereof. Advisors have agreed that students who are employed for more than 30 hours per week while attending BTC are at-risk. Also students who register for classes late in the process seem to be less successful in their academic endeavors. These two additional criteria will be incorporated to identify future cohorts of at-risk students. Advisors will also have the flexibility to offer Case Management services to any student who they determine might be at-risk.

Continued development of the Case Management process and the generation of reports to analyze the system are expected to provide a clearer picture of the value of Student Success Plans as they relate to the success of at-risk students.

**Board
Rule: 400.0600
Workforce
Development**

Board Rule: 400.0600.00- Workforce Development

Credit/Non-credit courses, Enrollment Trends, & Satisfaction Surveys of the Business Community

Belmont Technical College helps meet the training needs of its three-county service district by providing contract training for business and industry. Training consists of both credit and non-credit courses. Monitoring the number of courses offered, the enrollment, and stakeholders' satisfaction with the training are ways of assessing and documenting Belmont Technical College's success in meeting the needs of employers and their employees in our tri-county area (Board Policies, Section IV, 400.0600.00 Workforce Development). Belmont Technical College's systematic approach to monitoring workforce development activities relies upon data gathered by the Community Education and Workforce Development Division, which is then stored for data analysis and historical reference.

This report presents data in seven tables, a narrative summary on the results of satisfaction surveys, analysis of the data, and recommendations for future improvement. Table 1, *Contract Training - Numbers of credit and non-credit courses*, summarizes the number of courses offered by fiscal year. Table 2, *Enrollment Trends*, displays enrollment trends by head count for non-credit contract training courses.

Table 1, Contract Training-Number of credit and non-credit courses

<u>FY Year</u>	<u>For-Credit Courses</u>	<u>Non-Credit Courses</u>
2005-2006	0	43
2006-2007	1	61
2007-2008	0	150

Table 2, Enrollment Trends

Enrollment in Non-Credit Courses

FY 2005/2006	938
FY 2006/2007	1,261
FY 2007/2008	1,960

Chart 1, Enrollment in Non-Credit Courses

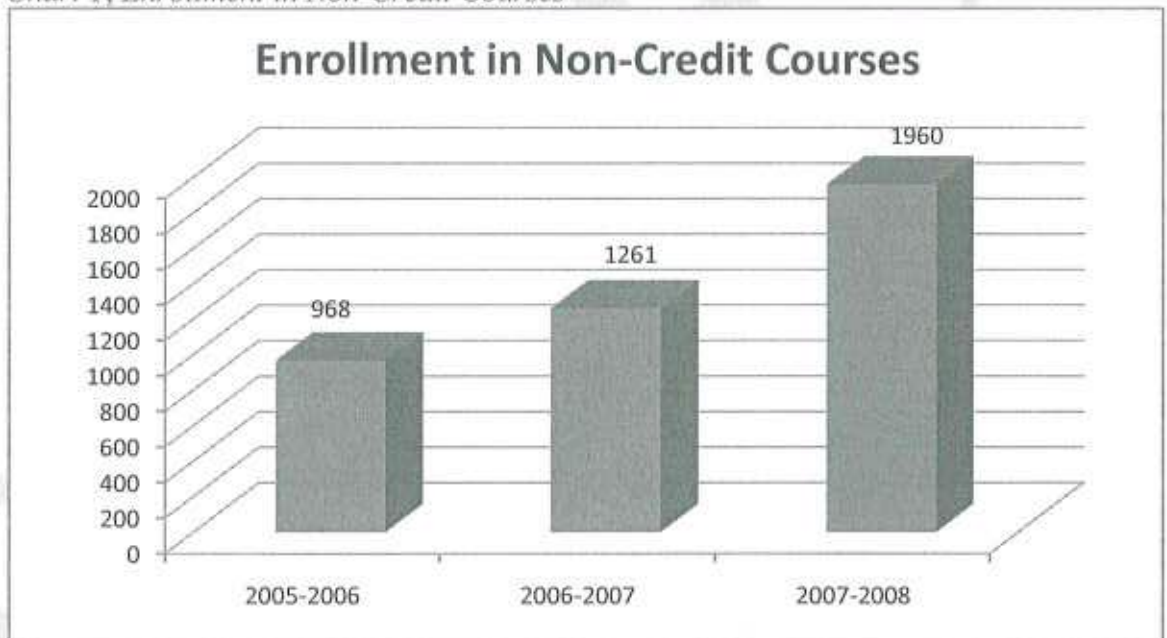


Chart 1, *Enrollment in Non-Credit Courses*, illustrates the enrollment trend for contract training opportunities between July 1, 2005 and June 30, 2008. Members of the Community Education and Workforce Development Division, who develop, arrange for, and provide the training activities, anticipate that this growth trend will continue. BTC is actively seeking new contract training clients while continuing to improve relationships with its current client base.

Students' Perceptions and Satisfaction

Students' perceptions of and satisfaction with courses are gathered through surveys distributed to students at the conclusion of each training. The College responds to students' feedback by initiating action steps to guide future planning and to improve the quality of community education courses.

The evaluation survey instrument given to students in Workforce Development courses has 15 items organized into two sections. Questions in the two sections relate to students' perceptions of and satisfaction with "This Course" and "My Trainer." Students rate statements about the course and their trainers on a five-point, Likert-type scale ranging from "Strongly Agree" to "Strongly Disagree."

Satisfaction surveys were gathered from students in 14 courses during FY 2007-2008.

For FY 2007-2008 students' satisfaction with *this course*, 85 % of the respondents indicated agreement or strong agreement with statements addressing the knowledge they gained in the course, the length and pace of the course, the balance between lecture and "hands-on" activities, and the level of difficulty of the course. (Table 3)

Table 3, Student Satisfaction with the Course

FY 2005-2006	96%
FY 2006-2007	97%
FY 2007-2008	85%

For FY 2007-2008 students' dissatisfaction with *this course*, 5.4% of the respondents indicated disagreement or strong disagreement with the statements addressing the knowledge gained in the course, the length and pace of the course, the balance between lecture and "hands-on" activities, and the level of difficulty of the course. (Table 4)

Table 4, Student Dissatisfaction with the Course

FY 2005-2006	1.1%
FY 2006-2007	1.7%
FY 2007-2008	5.4%

For FY 2007-2008 students' satisfaction with *the trainer*, 84% of the responses indicated agreement or strong agreement with statements such as: "My trainer makes a clear presentation; My trainer had strong knowledge/skills; I received individual attention from my trainer; My trainer was well organized and prepared; My trainer was enthusiastic and engaging."(Table 5)

Table 5, Student Satisfaction with the Trainer

FY 2005-2006	99.8%
FY 2006-2007	98.5%
FY 2007-2008	84.1%

For FY 2007-2008 students' dissatisfaction with *the trainer*, 7.6% of the responses indicated disagreement or strong disagreement with statements such as: "My trainer makes a clear

presentation; My trainer had strong knowledge/skills; I received individual attention from my trainer; My trainer was well organized and prepared; My trainer was enthusiastic and engaging.” (Table 6)

Table 6, Student Dissatisfaction with the Trainer

2005-2006	0.0%
2006-2007	0.3%
2007-2008	7.6%

Upon review of the data it was found that one course, with an enrollment of 132 students, was skewing the data. The school district had requested a one-day renewal course of the *Child Abuse Prevention and Recognition* course for 132 of their employees. The College advised the client that conducting several offerings of the course with a smaller class size would better serve their training needs. The Client stated financial and time constraints required that they have one offering of the course with all students enrolled together.

The evaluations we received from the students after completion of the *Child Abuse Prevention and Recognition* course indicated a higher level of dissatisfaction than in other courses. Table 7 displays the impact on the satisfaction levels when the *Child Abuse Prevention and Recognition* course was included in the data set and when the course data was removed.

Table 7, Satisfaction Levels - Data Comparisons

<u>Satisfaction Level</u>	<u>14 Courses</u>	<u>13 Courses/1 Course Removed</u>
Satisfaction/Course	85.0%	96.4%
Dissatisfaction/Course	5.4%	2.0%
Satisfaction/Trainer	84.1%	99.1%
Dissatisfaction/Trainer	7.6%	0.3%

Analysis

During the last ten years the college has offered the *Initial Child Abuse Prevention and Recognition* course 22 times. The same adjunct trainer taught all the *Child Abuse Prevention and Recognition* (initial and renewal) courses during that time period. The average class size for the course was 12 students.

An overall review of the past students' comments of the trainer indicated a strong satisfaction with the trainer. Some of the positive comments that were noted in regard to the trainer included: "Great method of instruction", "Great trainer", "Videos were helpful", "Down to earth trainer", "The trainer did a wonderful job of engaging the entire class! No

one wants to take a class from 9-4 on a Saturday – but he made it seem faster than it was”, “Good and experienced trainer”, and “Instructor did a wonderful job engaging the class. Professor was knowledgeable and enthusiastic about the topic”.

Some of the past negative comments that were noted in regard to the trainer included: “Much of the information was repetitive,” and “All material could have been in one hour.”

The negative comments for the course with 132 students included: “Trainer needs to segment the material better” “Add more hands-on activities and less lecture”, “Provide more breaks”, “Better use of technology” and “Materials need to be updated”.

The data from the evaluations of the *Initial Child Abuse Prevention and Recognition* course over the past ten years may indicate that the large class size resulted in more dissatisfaction with the course than had been in the past. It can certainly be concluded that the trainer’s connection with his students was diminished due to the number of students. Also the larger the class size, the fewer opportunities the instructor has to engage the class in discussion and activities.

In the future to accommodate larger enrollments, Workforce and Community Education staff and faculty will review course materials for content and adjust the materials to accommodate a larger audience. An alternative may be to use more than one instructor while adjusting the cost to have as little of an impact on the client as possible.

Recommendations

1. The College will put forth a more concentrated effort to persuade clients that smaller enrollment in courses is more conducive to learning. Data from the survey results from the last *Initial Child Abuse Prevention and Recognition* course compared to past survey results of the same course will be used to support this argument.
2. The College will continue to increase the number of contract training offerings.
3. The College will assess employer satisfaction with contract training. A survey will be sent to employers within the six months of the training to begin to capture the impact of the training.
4. The College will explore ways to increase return of course evaluations from the instructors.

Ms. Pollock motioned, seconded by Ms. Neuhart to accept the Monitoring Reports.

All ayes; motion carried

**Reports &
Presentations**

A Conversation with Barbara Pincola- Harrison County Commissioner

The board had a casual conversation with Commissioner Pincola discussing the North Center and Harrison County. Commissioner Pincola reported on some of the economic development going on in Harrison County and commented that the county is lucky and happy to have the North Center as part of their county and development. Mrs. Gates reported that BTC was glad to be a part of Harrison County as well and that we would do anything we could to help the development of the county.

North Center Overview

Tim Houston presented an overview of the North Center. The North Center building and the facilities were built in 1975 through grants and donations from Robert Fleagane. In the late 80's the Village of Cadiz decided to advertise for bids for lease or purchase of these premises. Through the efforts of former Board member, Milton Ronsheim, Belmont Technical College submitted a bid which the Village described as the highest and best. Dr. Bukowski and former Mayor Don Bethel agreed upon a 25 year lease.

North Center Staff includes Jane Black, Kathy Baugh, Clyde Fuller, Bob McCue, Dan Givens and Bill Sullivan. Enrollment at the North Center peaked in 2003 and has increased steadily since 2008 due to the current economic environment. Within the last two years 423 students have taken classes at the North Center and 75 of these students have earned degrees or certificates. Two of the graduates who earned degrees were members of the COAD Foster Grandparents Program

Classes currently being conducted at the North Center have an average class size of 9.6 students. The largest classes are Human Development & Allied Health Math; while the most popular areas of study are Nursing/ Medical, Mental Health, Child Development, and Business.

There are new initiatives being conducted through the North Center. The Yes, You Can Program is designed to attract community residents to take a class at the North Center, Workforce Development and Community Education are making efforts to offer new courses this year and EKG Technical Training Program and Pharmacy Technician Training programs are going to be re-offered.

Celebration of Learning

A report was given by Karen Taylor and Amy Leoni regarding the upcoming Celebration of Learning which will be held on May 20th & 21st. The Celebration of Learning is a college-wide learning fair. The Celebration is a two-day event at which students and instructors have the opportunity to showcase projects developed individually or as a group during the past year. This year there are more employees & faculty involved and the event has grown from 4 categories to 11 categories for judging. There will be prizes for 1st, 2nd and 3rd place. Prize money has been raised through donations, soup sales, etc. There will also be a special research prize- \$50 for a student and \$50 for a faculty member.

**Comments
From the
Chair**

- **Upcoming Events & Meetings:**
OACC Spring Conference, May 14th-15th
Celebration of Learning, May 20th & 21st
Nursing Pining, June 11th
Graduation, June 12th

- At the request of the board, board packet information will no longer be sent in the mail. Board members will receive an e-mail notifying them that the board packet is available for viewing on-line. Board packets will continue to be sent first-class mail to those who do not have internet access. This new process will help to reduce waste and unnecessary printing.

Next Regular Meeting

The next regular Board of Trustees meeting will be held on **Thursday, May 28, 2009 @ 7:00 p.m.** at the Monroe County Senior Center. The Workshop will be held at 5:00 p.m.

Adjournment

There being no further business of the Board of Trustees, the meeting adjourned at 8:12 p.m.

Elizabeth Gates, Chair

Joseph E. Bukowski, President

Date Approved: ____ / ____ / ____

TAB A2

Correction to

March

Minutes

Financial Report from March 26, 2009 Board of Trustees Meeting as reflected in the minutes:

January 2009 Financial Report

The cash position of the College as of February 28, 2009 is as follows:

Checking Account	\$	395,6
Certificates of Deposit	\$	10,78
Savings	\$	424,6
Total Temporary Investments	\$	11,20
Total Cash and Temporary	\$	11,60

Financial report to be changed to:

February 2009 Financial Report

The cash position of the College as of February 28, 2009 is as follows:

Checking Account	\$	395,638.65
Certificates of Deposit	\$	10,783,507.96
Savings	\$	424,638.73
Total Temporary Investments	\$	11,208,146.69
Total Cash and Temporary Investments	\$	11,603,785.34

TAB B
CONSENT AGENDA

TAB B1

CONSENT AGENDA

Human Resource Items

*AGENDA ITEM B1: AUTHORIZATION TO HIRE –
DEAN OF STUDENT SERVICES
BOARD OF TRUSTEES MEETING DATE: MAY 28, 2009*

It is requested that the Board authorize the President to make the hiring decision for the Dean of Student Services position, with the Board ratifying the decision at a subsequent Board meeting.

RECOMMENDATION: It is recommended that the Board of Trustees authorize the President to make the hiring decision for the Dean of Student Services, with the Board ratifying the decision at a subsequent Board meeting.

SUBMITTED BY: Marge Hawthorne, Director of Human Resources

*AGENDA ITEM B1: AUTHORIZATION TO HIRE –
FULL-TIME FACULTY - ENGLISH
BOARD OF TRUSTEES MEETING DATE: MAY 28, 2009*

A vacant faculty position in the I.T. Department is being converted to a full-time English position. It is requested that the Board authorize the President to make the hiring decision for the position of full-time faculty in English, with the Board ratifying the decision at a subsequent Board meeting.

RECOMMENDATION: It is recommended that the Board of Trustees authorize the President to make the hiring decision for the position of full-time faculty in English, with the Board ratifying the decision at a subsequent Board meeting.

SUBMITTED BY: Marge Hawthorne, Director of Human Resources

*AGENDA ITEM B1: RATIFICATION OF EMPLOYMENT –
PUBLIC RELATIONS COORDINATOR
BOARD OF TRUSTEES MEETING DATE: MAY 28, 2009*

At a previous Board meeting, the President was given authority to make the hiring decision for the position of Public Relations Coordinator, with the Board to ratify the decision at a subsequent Board meeting.

Ms. Tracy Carbasho has accepted the position effective May 26, 2009. Ms. Carbasho has a wide background in freelancing and has been a regular contributor to business, legal and trade journals throughout the country. She is regularly featured in a number of business publications in the Pittsburgh area, including the Pittsburgh Business Times and the Allegheny County Bar Association. She has experience as a journalist, columnist, and regional editor, and has experience with administrative duties of a regional news office. She has a Bachelors Degree in Communications from Bethany College. Reference checks for her were excellent and spoke highly of her strengths in writing.

Her starting salary is \$38,500, at a salary grade level of 9.

RECOMMENDATION: It is recommended that the Board ratify the employment of Ms. Tracy Carbasho in the position of Public Relations Coordinator at an annual salary of \$38,500.00, effective May 26, 2009.

SUBMITTED BY: Marge Hawthorne, Director of Human Resources